Last revised: 17 August 2016

Fall 2016

ENST 302 / SOCI 304: Environmental Issues – Rice into the Future

Instructor: Professor Richard Johnson, rrj@rice.edu, x5003, Abercrombie B146A, Hours Fri 3-4
Teaching Assistant: Andrea Galindo, cenhs@rice.edu, x5736

1. Course Overview

Inspired by the campus greening movement, this class allows students the opportunity to engage in environmental issues and possible solutions in a tangible way at Rice.

Learning Outcomes

- Students will be introduced to the concept of sustainability and to a general framework for understanding the impact of humans on the environment.
- They will also be introduced to the environmental movement at large, and more specifically to the campus environmental movement.
- Students will learn how to plan, implement, and assess the effectiveness of environmental change via a group project using the Rice campus as their laboratory.
- Through a series of readings and other media, students will be exposed to selected broad environmental topics, and as part of their group project will be challenged to pursue a narrower set of subject-specific research and to demonstrate their understanding of the subject material.
- Students will learn how to convey findings in writing using the general format of the scientific research paper.
- Students will develop skills for working in a group project environment.
- Students will learn how to conduct a benchmarking study.

Stretch Goals

- Students will develop a genuine interest and passion for learning about sustainability from multiple perspectives that will last a lifetime.
- Students will be inspired to lead environmental projects well beyond the end of class.

This course should not be confused with a comprehensive introduction to environmental studies or environmental sciences. Students seeking an introduction to environmental studies are encouraged to enroll in ENST 100, which is a foundational requirement for the minor in Environmental Studies.

2. Overview of Assignments

Graded work in the class will consist of the following components:

Blog Responses: Writing is a powerful way to develop a deeper understanding of a subject. Throughout the semester, students will provide blog responses to selected readings and videos. Blog entries should avoid slang and sloppy reasoning, but otherwise can be in a less formal tone than a typical paper. Blog responses should be long enough to convey real insight and thought, which suggests at least one page in equivalent "word document" length. Blog responses will primarily be graded for completion, although weak responses (including those that do not adequately address all of the assigned material) will not receive full credit.

Benchmarking: An important part of implementing change is examining what others have done and learning from their successes and failures. These group research efforts and presentations will help us to understand how other universities and stakeholders are tackling issues that you are addressing with your project. Presentation guidelines will be posted on OWL-Space.

Green Group Project: The project is the cornerstone of the course and constitutes the majority of your grade. Each project team will:

- submit a detailed project outline describing the goals, timeline, and environmental justification for the project;
- submit a first draft of the project report in mid-November, accompanied by a short in-class presentation on this draft;
- Submit a final report due on the last day of classes, accompanied by a final, formal in-class presentation.

Note that students will be required to evaluate their team members' performance and their own performance on the project both midway through the course and after completion of the final project. While the evaluations themselves are not graded, they are used to calculate the individual performance grade of each team member. Therefore, failure to submit evaluations (or submission of unhelpful evaluations) may result in a penalty on the final course grade.

There will be no final exam. We reserve the right to administer pop quizzes to further assess student understanding of course readings and lectures.

3. Grading and Expectations

Blog Responses	15 points
Benchmarking	
Written Report	20 points
In-class Presentation	10 points
Green Group Project	
Detailed Project Outline	5 points
Written Report – First Draft	5 points
Written Report – Final	25 points
In-class Presentation	10 points
Individual Performance	10 points
Total points:	100

Attendance is mandatory. If you anticipate missing a class, you are required to send advance notice to both the instructor and the teaching assistant no less than 30 minutes before the start of class. We reserve the right to adjust your grade based on attendance and class participation. In particular, we reserve the right to adjust your grade if you are found to be using your laptop or other electronic devices to engage in web-surfing, texting, social networking, etc. that is unrelated to the class. We also reserve the right to change the weighting of how grades are calculated, as well as the number of assignments. This is a dynamic and flexible syllabus, subject to change.

We will not engage in "grade inflation." Further, we will not continue any conversation or appeal concerning grades in which the student says what grade they "need" for the course. The discussion should focus solely on what grade the student earned and deserved, not what they "need."

Please be advised that this class relies heavily upon your ability to work on a project team. As such, we grade your individual performance based in part on a series of evaluations provided by your peers. Further, please note that your performance may impact the grades of others. If you intend to take this class using a pass/fail option, please think carefully and selflessly about your obligations to your classmates. We have high expectations for your level of commitment to this class and are not unwilling to fail a student who does not deserve to pass.

No one is forcing you to take this class – it is not a requirement. If you are not willing to give this class your full effort, please do not enroll in it! Historically this class has had a long waiting list of students who are eager for the opportunity to enroll, so please step aside and give them the chance if you do not plan to engage fully with the class.

4. Course Texts

Required text:

- Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press, 2006.

All other course readings will be made available via OWL-Space. Please note that we will be reading several chapters from a scanned copy of Tracie McMillan's *The American Way of Eating*. If you do not like reading imperfectly scanned pages, you are encouraged to purchase the book (it's inexpensive).

5. Resources

Social Media: Part of learning about the campus environmental movement, whether it be at Rice or elsewhere, entails understanding the way that social media is used as a tool to support and advance that movement. Students in the class are strongly encouraged to follow Rice's various sustainability social media channels, and to also engage with non-Rice social media channels as needed. Rice's sustainability social media presence is as follows:

- Facebook: SustainabilityAtRice

- Twitter: @SustainableRice
- Instagram: @SustainableRice

Newsletter: The "Sustainability at Rice" monthly e-newsletter features content such as campus sustainability news, student-oriented sustainability news, research news, job and event postings, and more. To subscribe, go to http://sustainability.rice.edu/newsletter/

LinkedIn: The LinkedIn group "Sustainability at Rice University" – open to Rice University alumni, students, faculty, staff, and other affiliates – was founded with the intent to serve as a space for sharing news related to sustainability initiatives at Rice, highlighting the work of members of the Rice community, posting jobs of interest, fostering opportunities, encouraging networking, and otherwise advancing the ability of the Rice community to create a more sustainable world.

Of particular interest to students:

- Regular postings of green jobs, especially for entry-level and early career applicants
- Amazing representation of Rice alumni, many of whom work in a green job in some manner

Students not yet on LinkedIn are encouraged to create a professional profile using the following guidance from Rice's Center for Career Development:
http://ccd.rice.edu/students/resources/#SocialMedia

Crowdsourcing: Crowdsourcing is a process of drawing upon large groups of people – typically online – to provide a desired service, from content to creative services to mobility and more. Examples include Fiverr, and 99 Designs. Project teams wishing to leverage crowdsourcing services and platforms for components of their group project must first seek permission from Professor Johnson.

Letters of Recommendation: Since 2005, I have drafted over 200 letters of recommendation for students. I am happy to draft letters for students who work hard in the class and show a genuine interest in the course material. Requests for letters should be made at least one month in advance of the due date. Requests made less than ten business days before the due date will likely be rejected due to time constraints. Students should be prepared to share a resume, transcript, and all necessary details about how to submit the letter of recommendation.

6. Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

7. Disability Support Services

If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

8. Miscellaneous

Enrollment Cap / Wait List: The enrollment for this class is capped at fifteen students. The reason for this number is that students will work on project teams, and we'll have three teams with a maximum of five participants per team. In the event that a student drops the class during the first week of class, the Wait List function in ESTHER will determine who is next in line to add the class. Students will not be permitted to add the class once project teams are formed.

Institutional Repository: The instructor reserves the right to submit student graded work to Rice's Institutional Repository via Fondren Library for archiving unless otherwise specifically requested by a student not to do so prior to the end of the fall 2016 semester.

Voting: If you are an American citizen and have not yet registered to vote, you are strongly encouraged to go to http://vote.rice.edu to learn how to do so. According to the Pew Research Center, Millennials (ages 18-35) as a generation are now equal in size to the Baby Boomers (ages 52-70), with each group representing about 31% of the voting-eligible population. Yet, only 46% of voting-eligible Millennials actually cast a ballot in the 2012 election, well behind the 72% mark for the Silent Generation (ages 71 and over), 69% for Baby Boomers, and 61% for Generation X (ages 36-51).[1] As such, the voices and interests of Millennials are less likely to be heard and considered by elected officials. Voting is a critical way for you to participate in shaping the future direction of our country. Please consider it your civic duty as an American citizen to participate in the democratic process by being a registered, informed, and active voter.

Weapons Policy: In accordance with Rice University Policy No. 835, "…all members of the Rice community, including faculty, staff, students, contractors and visitors are prohibited from possessing firearms, explosives, other dangerous weapons and replicas of dangerous weapons… while on Rice property, in buildings where a Rice-sponsored activity is held or within or on Rice's vehicles… Any Rice student, faculty member, staff member or contractor violating this policy is subject to disciplinary action, up to and including expulsion, dismissal or termination of employment. When appropriate, anyone violating this policy may also be subject to prohibition from the campus and/or criminal prosecution."

9. Schedule

Week 1 – Introduction

[1] http://www.pewresearch.org/fact-tank/2016/05/16/millennials-match-baby-boomers-as-largest-generation-in-u-s-electorate-but-will-they-vote/, accessed August 1, 2016.

Tuesday, August 23rd: Course Introduction

Students will learn about the course, and will participate in a group exercise to assess perceived environmental strengths, weaknesses, and attitudes at Rice.

Thursday, August 25th: The Campus Sustainability Movement

The readings will introduce the concept of social movements, provide a brief background of the environmental movement within the United States, and then focus on the campus sustainability movement (especially at Rice). In class, Prof. Johnson will discuss the rise of the campus sustainability movement, including at Rice.

Required reading:

- Goodwin, Jeff and James M. Jasper. "Editors' Introduction." In *The Social Movements Reader: Cases and Concepts*, 3-7. Lanham, MD: Rowman & Littlefield, 2004.
- Hawken, Paul. "The Beginning" and "Blessed Unrest." In *Blessed Unrest*, 1-8, 9-26. New York: Viking, 2007.
- Johnson, Richard R. and Andrea Larson. "An Overview of the Historical Context for Sustainable Business in the United States, 1960-2000." Charlottesville, VA: University of Virginia Darden School Foundation, 1999.
- Orr, David. "What is Education for?" *In Context* #27 (Winter 1991): 52-55. http://www.context.org/ICLIB/IC27/Orr.htm
- Johnson, Richard R. and Elizabeth Long, "A Decade of Lessons from Connecting Campus Greening with the Classroom at Rice University." In *Teaching Sustainability*, ed. Wendy Petersen Boring and William Forbes, Stephen F. Austin State University Press, 2014.

Blog Response #1, due by noon on 8/25 at http://2016enst302.blogs.rice.edu/:

- Respond to the question posed on the blog site.

Required assignment:

- Go to www.aashe.org and using your Rice University email address, please create an account.
- Then, go to http://www.aashe.org/connect/enewsletters#bulletin and click on the link to sign up for the AASHE Bulletin, which is a free weekly newsletter highlighting campus sustainability projects and efforts all across the US.
- Subscribe to the "Sustainability at Rice" newsletter: http://sustainability.rice.edu/newsletter/

Optional Resource:

- Consider "liking" the Sustainability at Rice University Facebook page, which is a source for news and announcements regarding sustainability at Rice. Also consider following @SustainableRice on Twitter and Instagram.

Week 2 – Selecting Your Issue

Tuesday, August 30th: Discuss / brainstorm project ideas

Today we will brainstorm ideas for group projects.

Required reading:

- Review the Project Ideas document in the resources section of OWL-Space to jump-start the discussion about possible project topics.
- Go to the archives of the AASHE Bulletin and skim the most recent news. http://bulletin.aashe.org/

Blog Response #2, due by noon on 8/30 at http://2016enst302.blogs.rice.edu/:

- Respond to the question posed on the blog site.

Required assignments:

- Think about project topics of interest to you and browse the AASHE Bulletin archives to see what others are doing to improve their performance in that area.
- Introductory Memo: Please draft a memo addressing the following questions:
  - Who are you?
  - Why are you here (on earth, at Rice, and in this particular class)?
  - What do you hope to do with your life?
  - How do your major and extracurricular activities align with what you want to do with your life?

  Please submit the memo to Professor Johnson at rrj@rice.edu by the beginning of class. From our perspective, this is just for informational purposes. Hopefully from your perspective, this will give you a moment to consider some of life's most important questions. This memo will not be graded (although failure to submit an introduction will be noted as part of your class participation).

Thursday, September 1st: Discuss and reduce project list, apply for project.

Whereas Tuesday was all about putting ideas on the board, today will be a day of narrowing down topics. Near the end of class, we intend to have three general project ideas for class projects. We will then provide you with a voting sheet, which must be turned-in by the end of class so that we can assign you to a project team.

Week 3 – Getting Started

Tuesday, September 6th: Projects assigned, meet with groups.

Today you will receive your group project assignments and hold your first meeting with your team members. You will also receive your benchmarking report topic. We will spend some time in class discussing this assignment, which will be due on Friday, September 23rd.

Required reading:

- Anderson, Carol E. and D. Min. "Practices of Effective Teams." Unpublished. Developed for and shared by Mike Shriberg, University of Michigan.
- Sarkisian, Ellen. "Working in Groups: A Note to Faculty and a Quick Guide for Students." http://isites.harvard.edu/fs/html/icb.topic58474/wigintro.html, last accessed August 17, 2016.

Thursday, September 8th: What is Sustainability?

Prof. Johnson will provide an overview of the concept of sustainability and a general framework for understanding the impact of humans on the environment.

Required reading:

- Brown, Lester R. "On the Edge." In *World on the Edge: How to Prevent Environmental and Economic Collapse*, 3-18. New York: W.W. Norton & Company, 2011. http://www.earth-policy.org/images/uploads/book_files/wotebook.pdf
- Global Footprint Network. "Footprint Basics – Overview." Last modified April 22, 2011. http://www.footprintnetwork.org/en/index.php/GFN/page/footprint_basics_overview/

Required viewing:

- Dr. Albert A. Bartlett. "Arithmetic, Population, and Energy." View the entire 1:13:54 lecture at https://www.youtube.com/watch?v=cOrvGDRLT7A
- William McDonough. "Design for the Circular Economy in the Ecological Century." UCLA, February 18, 2015. View the entire 1:01:17 lecture at: https://www.youtube.com/watch?v=54yDEzcplH4

Blog Response #3, due at noon on 9/8 at http://2016enst302.blogs.rice.edu/:

- Respond to the question posed on the blog site.

Required Exercise:

- Go to http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/ and calculate your ecological footprint using the footprint calculator. Record how many global acres of the Earth's productive area are necessary to support your lifestyle, and how many Planet Earths we would need if everyone lived and consumed like you. Be prepared to share these numbers in class.

Week 4 –Learning about Rice

Tuesday, September 13th: Greening the Residential Colleges – Mark Ditman, Housing and Dining

Today's class will be held at the Housing and Dining Office and feature a guest lecture from Mark Ditman, Associate Vice President for Housing and Dining. Mr. Ditman oversees the residential colleges and serveries, as well as food service in the RMC. If you are working on a project that is connected with the colleges, this is an excellent opportunity to interact with a key stakeholder.

Required viewing:
- "Jeremy Rifkin About Global Warming and the Solar Future." New Energy TV. View the entire 54:48 video at https://www.youtube.com/watch?v=c-NA9gM49qU

Blog Response #4, due at noon on 9/13 at http://2016enst302.blogs.rice.edu/:
- Respond to the question posed on the blog site.

Optional Resource:
- Consider "liking" the Rice University Housing and Dining Facebook page.

Thursday, September 15th: Green Cleaning – Eusebio Franco, Facilities Engineering and Planning

Today's class will feature a guest lecture from Eusebio Franco, Director of Custodial and Grounds, and several members of his team. Mr. Franco oversees campus grounds-keeping, the cleaning in all academic and administrative buildings, and the handling of solid waste and recycling. If you are working on a project that is connected to any of these topics, this is an excellent opportunity to interact with a key stakeholder.

Required reading:
- Ashkin, Stephen and David Holly. "Why is Green Cleaning Important?" In *Green Cleaning for Dummies: ISSA Special Edition*, 21-30. Hoboken, NJ: Wiley Publishing, 2007.
- Miller, G. Tyler, Jr. "Solid and Hazardous Waste." In *Living in the Environment*, 519-545. 15th ed. Canada: Thomson, 2007.

Blog Response #5, due at noon on 9/15 at http://2016enst302.blogs.rice.edu/:
- Respond to the question posed on the blog site.

Week 5 – Learning about Rice, Part 2

Tuesday, September 20th: Group Consultations

We will meet directly with each project team for about 15 minutes. For the remainder of that time, you should work with your team. If you need to leave class as a group to meet with someone related to your project, you may do so with prior approval. Each group will also need to select an appropriate reading or video for the series of group-led discussions beginning next week about the broad environmental issue that the group is addressing.

Thursday, September 22nd: Sustainability at Rice – A Deeper Dive

Prof. Johnson will provide a deeper discussion about campus sustainability initiatives at Rice across a wide range of topical areas.

Friday, September 23rd: Benchmarking Papers Due by 5PM

Week 6 – Benchmarking: Presenting Lessons from Other Universities

Tuesday, September 27th: Benchmarking Presentations

Today's benchmarking presentations will show how other universities are tackling the environmental issues that our student groups are addressing, along with lessons learned and potential ideas for applicability to Rice. Presentation guidelines are posted on OWL-Space. Please stay within your time limit.

Thursday, September 29th: Student-led discussion / Writing a scientific research paper

How does your project fit within the broader environmental context? What global, national, or regional environmental issues will your project at Rice help to address? Today we will begin a series of student-led discussions with readings selected by each project team. Then Andrea Galindo will provide an overview of how to write and structure a scientific research paper, which will be the format for your Green Group Project report.

Required reading:

- Group 1 selection
- To familiarize yourself with the structure of a scientific research paper, see:
  - http://www.columbia.edu/cu/biology/ug/research/paper.html
  - http://writing.wisc.edu/Handbook/ScienceReport.html

Blog Response #6, due at noon on 9/29 at http://2016enst302.blogs.rice.edu/:

- Please provide your feedback on today's reading to help Group 1 prepare for their discussion.

Week 7 – Contextualizing Your Project

Tuesday, October 4th: Student-led discussions / group work session

Today we will continue with student-led discussions. Then we will provide additional class time for teams to work on their Project Outline and projects in general. We encourage you to use this time to work on your Project Outline, which is due on 10/6.

Required reading:

- Group 2 selection

Blog Response #7, due at noon on 10/4 at http://2016enst302.blogs.rice.edu/:
- Please provide your feedback on today's reading to help Group 2 prepare for their discussion.

Thursday, October 6th: Student-led discussion / group work session

Today we will continue with student-led discussions. Then we will provide additional class time for teams to work on their Project Outline and projects in general.

Required reading:
- Group 3 selection

Blog Response #8, due at noon on 10/6 at http://2016enst302.blogs.rice.edu/:
- Please provide your feedback on today's reading to help Group 3 prepare for their discussion.

Thursday, October 6th: Project Outline Due by 11:59PM

Week 8 – Contextualizing Your Project, Part 2

Tuesday, October 11th: Fall Recess – NO CLASS!

Heads-up! You have a lot of reading due over the next few weeks, including over 200 pages from *The Omnivore's Dilemma* and 100 pages from *The American Way of Eating.* Plan your time wisely, and consider getting a head-start.

Thursday, October 13th: Return and Discuss Project Outlines

We will meet directly with each project team for up to 25 minutes to return and discuss the Project Outline. For the remainder of the time, you should work with your team. If you need to leave class as a group to meet with someone related to your project, you may do so with prior approval.

Required Assignments:
- Submit the mid-term self and team-member evaluation form via OWL-Space by noon on 10/13.

Week 9 – Focus on Food

Tuesday, October 18th: The American Way of Eating / Group Consultations

We will use today's class to begin our discussion about our complicated relationship with food. We will also reserve time for group consultations. After class we encourage you to visit the Rice University Farmers' Market, which operates in the Greenbriar Lot on Tuesdays from 3:30 – 6:30 PM.

Required reading:

- McMillan, Tracie. *The American Way of Eating: Undercover at Walmart, Applebee's, Farm Fields, and the Dinner Table.* New York: Scribner, 2012. Pages xii-97.

Blog Response #9, due at noon on 10/18 at http://2016enst302.blogs.rice.edu/:

- Please provide your feedback on *The American Way of Eating.*

Thursday, October 20th: The Omnivore's Dilemma, Part 1

We will use today's class to discuss our complicated relationship with food.

Required reading:

- Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press, 2006. Pages 1-119.

Blog Response #10, due at noon on 10/20 at http://2016enst302.blogs.rice.edu/:

- Please provide your feedback on both *The Omnivore's Dilemma*. This blog response is worth 2 points.

Week 10 – Focus on Food

Tuesday, October 25th: The Omnivore's Dilemma, Part 2

We will use today's class to discuss our complicated relationship with food. Following class, we encourage you to visit the Rice University Farmers' Market, which operates in the Greenbriar Lot on Tuesdays from 3:30 – 6:30 PM.

Required reading:

- Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press, 2006. Pages 123-133, 185-273.

Required viewing:

- Food, Inc. https://vimeo.com/31813990

Blog Response #11, due at noon on 10/25 at http://2016enst302.blogs.rice.edu/:

- Please provide your feedback on both *The Omnivore's Dilemma* and Food, Inc. Both are provocative and polarizing – let us know what you really think! Feel free to include personal experiences and observations if you'd like. This blog response is worth 2 points.

Thursday, October 27th: Food Panel

Today's class will feature a panel of guests who participate in Rice's food system. Guests include Rice University Farmers' Market manager / Housing and Dining (H&D) communications manager Susann Glenn, H&D Executive Chef Johnny Curet, H&D Director David McDonald, and a special guest from the market.

Required reading:
- Johnson, Richard R. "Lessons from Hosting a Farmers' Market at Rice University." In *Greening of the Campus VIII Conference Proceedings*, ed. Robert J. Koester. Ball State University, 2009.
- Visit http://farmersmarket.rice.edu/

Required viewing:
- Go to YouTube and search for "Rice University Farmers Market" and view the video uploaded on July 14, 2011. Following is the url: http://www.youtube.com/watch?v=qSfCnSl7djA&feature=player_embedded

Required Assignments:
- Come to class prepared to ask at least one question of our panelists.
- Complete the "local foods" assignment.

Blog Response #12, due at noon on 10/27 at http://2016enst302.blogs.rice.edu/:
- Respond to the question posed on the blog site.

Optional Resource:
- Consider "liking" the Rice University Farmers Market Facebook page.

Week 11 – (This) Place

Tuesday, November 1st: The Ecology of Place

This week we focus on the campus landscape and explore the sense of connection that humans feel for nature and how this shapes our sense of place. Today's class will feature an in-class viewing of the documentary "The Nature of Cities" featuring Prof. Timothy Beatley of the University of Virginia.

Required reading:
- James, Peter et al. "A Review of the Health Benefits of Greenness." Current Epidemiology Reports 2.2 (2015): 131-142.
- Leopold, Aldo. "The Land Ethic." From *A Sand County Almanac*. New York: Oxford University Press, 1948.
- Wilson, E.O. Interviewed by Peter Tyson. "A Conversation with E. O. Wilson." April 1, 2008. http://www.pbs.org/wgbh/nova/nature/conversation-eo-wilson.html

Required viewing:
- Richard Louv, "Videos about *Last Child in the Woods*," http://richardlouv.com/books/last-child/videos/

Blog Response #13, due at noon on 11/1 at http://2016enst302.blogs.rice.edu/:
- Respond to the question posed on the blog site.

Required Assignment:
- Come to class prepared to talk about your ideal place of peace, tranquility, creativity, comfort, security, etc. during your childhood and here at Rice.

Thursday, November 3rd: The Flora and Fauna of Rice University

Today Dr. Scott Solomon of the Department of Ecology and Evolutionary Biology will lead the class in an exploration of the flora and fauna of the Rice University campus.

Required viewing:
- Go to YouTube and search for "Birding at Rice University" and view the video uploaded on December 1, 2011. Following is the url: http://www.youtube.com/watch?v=FaAw5r4BRCc&feature=plcp
- Go to YouTube and search for "Centennial Series: The man who left his green thumbprint on the Rice campus" and view the video uploaded on June 22, 2012. Following is the url: http://www.youtube.com/watch?v=FdKhFYFEOF8&feature=plcp
- Go to YouTube and search for "Rice University is named a Tree Campus USA" and view the video uploaded on February 22, 2012. Following is the url: http://www.youtube.com/watch?v=2nLOs6Ql0U8&feature=plcp
- Go to http://fon-gis.rice.edu/ricetrees/ and explore the campus tree map. Use the map to identify trees that are of interest to you.

Required Assignment:
- Prior to class, take a self-guided walking tour of highlights of the Lynn R. Lowery Arboretum, which encompasses the entire Rice campus. Tour maps will be provided in advance.

Optional Resource:
- Consider "liking" the Lynn R. Lowery Arboretum at Rice University Facebook page.

Week 12 – Focus on Your Projects

Tuesday, November 8th: Group Consultations

With deadlines rapidly approaching for the submittal of your first draft, we will use today's class to meet with each project team to get a status report and to answer questions. Come prepared to

use this meeting time effectively. For the remainder of the time, you should work with your team. If you need to leave class as a group to meet with someone related to your project, you may do so with prior approval.

Thursday, November 10th: Project group status presentation to class

What have the other groups been up to? Today we will ask each group to informally spend about 10 minutes updating the class on the scope and status of their project.

Week 13 – Tying it all Together: The Campus, The Class, The Projects

Tuesday, November 15th: Project Team Work Session

With a deadline approaching to submit the first draft of your final report, we are giving you time in class to work with your team on your report. This is not a time for meetings outside of class, but rather to work specifically on the report. The first drafts are due in class on Thursday, November 17th.

Thursday, November 17th: Ideas for Rice, Ideas for the Course

As we approach the end of the semester, we ask for your input on how to make Rice a more sustainable campus, and how to improve the quality of the class.

Assignment due:

- The first draft of your team's final report is due in class. They will be returned with comments on Tuesday. We will meet with each team on Tuesday to discuss the comments.

Week 14 – Preparing Your Final Report

Tuesday, November 22nd: Group Consultations

Today we will meet at a pre-scheduled time with each group. We will return the first draft of your final report with comments.

Thursday, November 24th: Thanksgiving – NO CLASS

Week 15 – Presenting Your Work

Tuesday, November 29th: Final Presentations

Today is the first day of final presentations of group projects. Guidelines for final presentations are posted in the resources section of OWL-Space. The day and order of final presentations will be announced prior to Thanksgiving.

Thursday, December 1st: Final Presentations

Today is the last day of final presentations, and the last day of class. Guidelines for final presentations are posted in the resources section of OWL-Space. Following the last presentation, we will discuss your responsibilities regarding self- and team-member evaluations, and also devote a few minutes for final comments regarding the class. Your final project papers are due at 5PM on Friday, December 2nd and your final self and team member evaluations are due at 11:59PM on Friday, December 2nd.

Friday, December 2nd: End of semester:

1. **Green Group Project Final Reports Due by 5PM;**
2. **Self and Team Member Evaluations Due by 11:59PM**